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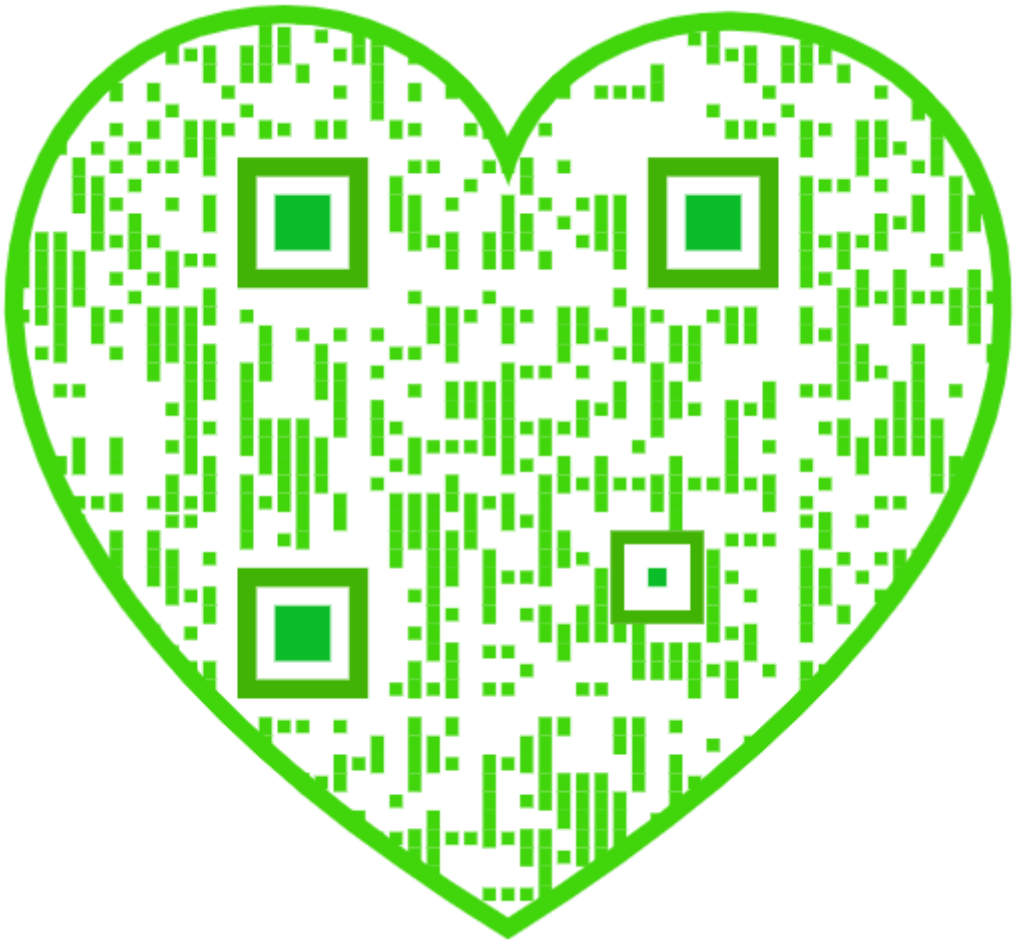

EFFECTIVE TEACHING

An Efficiency Test for Teachers

For the Use of

TEACHERS AND SUPERVISORS

by

M. H. DUNCAN

EFFECTIVE TEACHING

A MANUAL

for

TEACHERS AND SUPERVISORS

by

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PREFACE

The teacher can not do effective teaching without having, either consciously or unconsciously, a standard by which to measure her work. The experts have made some progress towards giving her standards by which to measure the objective results of her work, but they have done but little towards giving a standard by which to test the personal equipment, ideals, and methods necessary to the attainment of such results. They have set before the teacher a definite task without telling her how to accomplish it. They have given her no adequate standards by which she can reduce wastes, economize time and energy, and feel the inspiration of the ideals of the leaders in her profession. An attempt has been made here to formulate such a standard. No perfection is claimed for this standard; but it is believed that it is based on the fundamental laws of teaching and that it has been shown by experience to be adequate to the attainment of the ideals here set forth.

A standard is also as necessary to the work of the supervisor as it is to that of the teacher. The average supervisor deals too much in generalities and fails to give the teacher definite aid because he lacks standards by which to estimate her work. The supervisor needs some definite standard which will enable him to do something more than merely commend or condemn. The standard here suggested is intended

to supply this need by giving the supervisor a definite means of estimating the teacher's work and of pointing out to her clearly where she may improve it.

It will be understood that this work is merely a standard for the measurement of the efficiency of the teacher, and lays no claim to being a treatise on pedagogy. Some of the topics most essential to the teacher's success are very closely related and there may seem to be unnecessary repetition. It will be observed, however, on closer study that there can be no accurate standard of the teacher's efficiency where all topics are given equal prominence, for all are not of equal importance. It is believed that the more fundamental elements are given sufficient prominence and those not so essential are kept sufficiently in the background to make the test a pretty accurate measure of the qualifications and work of the teacher.

HOW TO USE THE EFFICIENCY CARD

The teacher will read very carefully the following pages and endeavor to get a clear conception of the standards upheld with reference to the several items. She will then go over each item on the Efficiency Card and try to make an honest estimate of her work in the light of these standards. Before finally grading herself, she will go over the card with her supervisor in order to get the benefit of his judgment, and, in case of a difference of opinion between teacher and supervisor, the grading should be deferred until further opportunity is given for study and observation. In grading the items, place **10** in the space opposite, if it is decided that the teacher lives up to the standard completely, **0** if she does not measure up to it at all, and the numbers between **0** and **10** for the corresponding degrees of merit in living up to the standard. The teacher's efficiency is the sum of all the grades divided by **5**.

The card should be made out in duplicate—one for the teacher and one for the supervisor. The teacher will always keep her card accessible and study it with a view to improving in the items where she falls below the standard. The supervisor will keep his card on file, become familiar with it, and, when visiting the teacher, will study her work with a view to helping her strengthen her weak places.

It will be observed that there are to be four grades during the school year—one each quarter. The first should not be made before the end of the

TEACHER'S EFFICIENCY CARD

I General Conditions: ....Grade.

1. Light
2. Heat
3. Ventilation
4. Cleanliness of floors
5. Appearance of room
6. Tone of room

II. Pupils

7. Properly seated
8. Take proper position
9. In good physical condition
10. Care for school property
11. Respectful to teacher
12. Considerate of each other
13. Observe good order and decorum
14. Use time advantageously
15. Regular in attendance

III. Teacher:

16. Enthusiastic
17. Patient and sympathetic
18. Self-confident
19. Dependable
20. Courageous in face of difficulties
21. Sensitive to conditions in the room
22. Takes interest in the pupils' outside activities
23. Believes in pupils
24. Does not find fault
25. Praises good work
26. Knows the subject
27. Plans lessons ahead
28. Informed as to best methods
29. Cooperates with other teachers
30. Cooperates with general plans of school

IV Teaching:

31. Based on pupil's past experiences
32. Based on pupil's present needs
33. Reaches each child
34. Goes beyond mere information
35. Provides for frequent reviews
36. Requires unity in recitation
37. Standards high, only pupil's best efforts accepted
38. Avoids lifeless formalities
39. Tests preparation of lesson
40. Makes haste slowly
41. Fulfills lesson plans
42. Arouses and sustains interest
43. Assignment arouses effort-evoking interest
44. Develops self control

V Pupils' Response

45. All take part in recitation
46. Do most of the talking
47. Have proper attitude towards work
48. Prompt in bringing up work
49. Show independence of thought
50. Make good when they leave supervision

Efficiency:

First quarter..... Second quarter.....

Third quarter..... Fourth quarter.....

first month and not until teacher and supervisor have had ample opportunity to study the several items and to estimate the teacher's daily work with them in view. The test will possess no value unless teacher and supervisor take it seriously and give some time to it.

If the teacher has no supervisor she will have to depend wholly on her own judgment in grading. It is believed, however, even in such a case, that the teacher who makes an honest estimate of her ability by the standards here set forth and endeavors to improve her work will be abundantly repaid for her efforts.

Effective Teaching

INTRODUCTION

Teachers succeed or fail in teaching for the same reasons that men and women succeed or fail in other business. Men and women fail in business because they do not observe the laws of business success, and teachers fail in teaching because they do not observe the laws of teaching success. There is a personal element, of course, in teaching as there is in business which enters very largely into the success of men and women in this profession, but this personal element does not count as much as we usually think, and the great majority of teachers can increase the effectiveness of their teaching more than 100 per cent by a conscientious observation of the laws of success which govern their work. In fact, we are told that the average business man is not more than 40 per cent efficient, and, if this be true of the average business man, it is also true of the average teacher, and more than likely, if the full truth were known, the efficiency of the average teacher would not measure up to 40 per cent of her possibilities, for the reason that the results of the teacher's work are not so tangible and there is not the same incentive to effort. The results of the efforts of the business man show in his profits; his work has been standardized and we know what to expect of him, but this is not true of the work of the teacher. She must continue, for a time at least, without evident results and there is during this interval, to say the least, a temptation to shirk to which many teachers yield. Seeing the chips fly from day to day is a great incentive to more strenuous effort in any business, and the teacher who can not see such daily results frequently comes to the conclusion that

a little shirking won't make much difference. It is for this reason that in determining the efficiency of the teacher, we must go beyond the tangible results of her work to those elements of her personality, professional preparation and spirit which the science of teaching has taught us must be present if she succeeds in her work. If the teacher can be induced to regard these personal and professional elements as fundamental in the success of her business, she will certainly see more clearly the meaning of greater effort. She will see that the spirit which leads her to shirk is the spirit that destroys her possibilities and closes to her the door of opportunity in her profession.

In this discussion, it is our purpose to help the teacher measure the effectiveness of her work by pointing out the chief elements in effective teaching and by giving her a standard by which she may be able to determine her weak and strong points. The average teacher does not improve herself because she does not, in the first place, know where her chief weaknesses are, and, in the second place, if she does know them, she does not know how to correct them. She may know that her work is not as effective as it should be, but she frequently does not know just why it is not. She needs some means by which she can measure what she is in the light of what she may be.

Some one has said that a position is worth not what it pays, but what it teaches. Where the teacher takes one dollar for her services from her position, she should take five dollars worth of instruction and experience. She should constantly use it as a means of improvement, and when she comes to the point where she can not learn more from a position, it is time for her to leave that position for another. Most frequently when she comes to that point, if she comes to it by study—and that is the only way she can really come to it—another position with greater remunera-

tion will be waiting for her. No teacher should be content to go on day after day without learning some valuable lessons from her position. Frequently teachers seem to feel that their services become more valuable each year they teach. However, this does not follow in every case. It is not the amount of experience the teacher has had that gives her work value; it is the kind. The teacher who has taught but one year may be worth far more than the one who has taught ten. In fact, it is very frequently the case that the teacher descends into a deadening routine in her work which from year to year detracts from its effectiveness and her worth as a teacher.

In the teacher's profession, traditionalism and conventionality count for so much that she is likely to become a mere machine to grind out her work day after day without making any effort to improve herself. She is likely to get into a rut and become self-satisfied. It is only the progressive, wide-awake teacher who will study her work and make effort to increase its effectiveness. Such a teacher will throw traditionalism and conventionality to the winds and make every method she uses answer to the test of reason and common sense. She will be on the alert for new and more effective ways of doing her work and when she finds a method that she believes will increase her efficiency, she will not hesitate to use it. She will keep her eyes open to the best books and magazines that bear on her work, and she will read them carefully, jotting down in a note-book any point that she believes will help her. She never reads just for the sake of reading and to no purpose, but she reads in answer to a felt need that has arisen from a close study of her work and a deep dissatisfaction with the way she is doing it. The burning question with her is, "Why do I do my work as I do and how can I do it better?"

The writer knows a business man who will go across the continent to learn a point that will improve his business. This business man reads all the books and journals he can get that bear on his business, and he has spent hundreds of dollars traveling to find opportunity to talk with those who have information about his business which they are not giving out for publication. This man is efficient and his business is a success, because he has spared no pains to master it. However, his course is quite a contrast to that of the average teacher who goes on from year to year making no effort to improve herself. She does not read the books that bear on her work, and if she reads a journal, it is in a perfunctory way to satisfy transient needs that may arise in her work from day to day, and not because her study of her work has shown her her weaknesses and made her feel the need of more knowledge. She complains because she has to attend the teacher's meetings and even when an expert in her line is invited to address the meeting, she will remain at home if there is any excuse she can give for so doing. Teachers' salaries should be twice what they are, but the fact that she is poorly paid and not properly appreciated should not cause the teacher to fail to improve every opportunity to increase her efficiency as a teacher, and, perhaps, one of the main reasons why she is not better paid is because she lacks the professional spirit to master her work and make it more effective. The call of the educational world of today is to the men and women who know their work. For them the outlook was never more promising than it is at present, both as to the opportunities for service and the material rewards to be gained. Let the teacher show herself a master and it will not be long before she will be receiving a master's wages.

Like other business men and women, the teacher is going either forward or backward. There is no such

thing as standing still. Each day finds her either improving or retrograding. No teacher leaves the school at the end of her day's work quite the same as she was when she began in the morning. She has gained or she has lost something. If she is not studying to add to the spirit of her work and to become more proficient in training the children in her care, she is descending into a deadening routine that is slowly sapping away her professional vitality; and to say nothing of the welfare of her children, her sense of business pride and her desire to succeed even in a material way should be a sufficient incentive to spur her on to greater efforts. When she considers that the future lives and destinies of her pupils depend largely on how well she does her work, she will certainly not be satisfied with anything less than the very best it is possible for her to be.

In the business world, it is pretty safe to act on the principle that a method old enough to be inherited is old enough to be laid aside, and the teacher will not go far wrong to act on the same principle. At least she should never accept a method just because it has been handed down to her from former teachers. She should apply the test of common sense to every method she uses and adapt it to her own peculiar situation. Not only are the methods of teaching being constantly improved, but conditions in the school room are constantly changing and methods that would succeed in the past may not succeed today. The fundamental natures of children remain the same, but they acquire new interests as conditions about them change, as they are constantly doing today; hence the teacher who uses methods handed down to her from her elders is not likely to meet with much success. The task of the teachers' training school is not to give the teacher specific methods of work; it is to give her such an insight into her work, such a knowledge of

the child and the various subjects that she is to teach as well as of the world she is to prepare him for, as will enable her to work out her own methods.

By teaching the teacher special methods and by failing to give her that insight into her work necessary to independent judgment, the training schools frequently do more harm than good. They often teach methods that will not apply to the special situation into which the teacher comes when she leaves school, and, as a result, she must either take time to change her methods or go on with methods that will turn out disastrously for the children. One of the rules most fundamental to business success is that a thing should be learned right from the beginning. Employers frequently prefer in their business young men to old ones because they have less to unlearn. Many a would-be violinist has been spoiled by his not learning to use his bow right in the beginning. Many a surgeon has remained at the bottom of the ladder because he got into the habit in the beginning of holding his knife incorrectly. Many a Joe Jackson has remained in the minor leagues because as a boy he failed to master the correct technique of his art. Many a master in the school room has been unheralded and unsung because she failed to use her head and depended upon methods handed down to her from past ages. The teacher should study methods, even special methods, both those that are current and those that have been laid aside, for thereby she may be able to get some idea that she can adapt to her own situation, but she should never use a method without applying to it the test of common sense. She should know that every method she uses is the best possible one for the particular conditions in her own school.

Let the teacher remember that the best education is self education, and that while she may not have been able to have the superior advantages offered by

our normal schools and colleges and may not be able to attend the summer schools and chautauquas, she may improve herself and be counted among the masters of her profession, if she is willing to pay the price. Some one has said that we can be what we want to be, if we want to hard enough. The teacher can rise above the common place to a position of eminence in the profession of teaching, if she wants to hard enough. Her success does not depend upon where she was educated or the number of degrees she holds—although all these things are good if they are not permitted to get in her way—but upon her ability to "deliver the goods" in the particular position she is trying to fill. Teachers may be able to get good positions through friends and because of their diplomas, but they cannot hold them by such means, and they can not, by such means, rise to better positions. There was never in the history of teaching such a demand as there is today for trained teachers, not especially for those from the normal schools and colleges, for they may not have been trained properly at all, but for those who have been trained through their own experiences, through their own hard work, and through their own thorough preparation of heart to solve the complex problems of modern education.

In the following discussion, it is our purpose to make as clear as we can the several items in the Teacher's Efficiency Test given above and to show the teacher how to apply them to the conditions in her own room.

I. GENERAL CONDITIONS

Too many teachers fail, or are less efficient than they might be, because they do not give adequate attention to these general conditions. These items are of extreme importance and the teacher can not neglect them without greatly lowering the effectiveness of her work.

1. Light.—There are many problems of lighting over which the teacher has no control and for which she is, of course, not responsible, but, accepting conditions as she finds them, she can yet do much to make the light of her room what it should be. She may adjust the shades from time to time so as to make the light agreeable to the eyes of the children in the different parts of the room—not too strong or too dim. She may arrange the children so that they will get the light they individually need. Some children need more light than others and should be placed where the light is best; while those who do not need so much light may be placed in the darker parts of the room. The teacher may also see that the janitor keeps the shades properly hung, and she may adjust the work of the children from day to day to the light conditions in the room. On cloudy days when the light is bad and it is impossible to adjust the shades so as to let in an adequate amount, she may shorten the study periods so as not to tax the eyes of her pupils.

In all cases the light should come into the room from one side and it should never fall into the faces of the children. If the teacher finds that the desks are sitting so that the light falls so as to injure the pupil's eyes, she should have them changed at once. The eye is a very delicate organism and the teacher should always be extremely careful to permit no injury to come to it because of the work or conditions in the school room.

2. **Heat.**—The teacher exercises also only a partial control over the heating of her room, but even with this partial control she can do much to make it what it should be. She can make it such as to be conducive to study or she can make study impossible. As a rule, the temperature of the room should be kept at about 68 degrees Fahrenheit. However, the number of degrees depends largely on climatic conditions and on the general humidity. If the climate is moist and the temperature is moderate most of the time, 65 degrees is a sufficient maximum; but in a dry climate where the winters are long and severe, it will require 68 or 70 degrees.

The teacher can do much to keep her room at about the required temperature by turning off and on the heat, by regulating the ventilating system, or by raising and lowering the windows, whichever in her judgment will get the desired results. The teacher who neglects the proper heating of her room will very likely render void her efforts along other lines and greatly lower the effectiveness of her work. Children will neither study nor enter into the recitation when they are too hot or too cold.

3. **Ventilation.**—The average school building is not constructed with a view to proper ventilation. Too frequently the only means of ventilation is the raised or lowered windows and this is not at all adequate. When the windows are either raised or lowered, the children next to them feel the draft too much, while those on the opposite side of the room do not get the benefit of it at all.

However, with all these difficulties to overcome, the teacher can do much to keep a supply of fresh air in the room without making it uncomfortable for the children. She can do this by constantly shifting the windows, raising and lowering them in different parts of the room. She will have to be the judge as to

which one to raise and which one to lower, and she should base such judgment on a careful study of conditions. The position of the room and the direction of the wind will have much to do with these things. Frequently it is a good plan to raise all the windows and give the room a good airing at the recesses; however, sometimes the heating plant is poor and to do this would render the room uncomfortable for the rest of the day. The teacher must be her own judge in such cases, and when there is any doubt as to the best thing to be done, she should consult her principal. Here, as everywhere else, when she does not know what to do, she will not go far wrong to exercise just good common sense.

4. Cleanliness of floors. When you find papers and dirt scattered over the floor of a room, you may be pretty sure that there is something wrong. The children in such an environment may be learning something, but they are not living up to their possibilities. They are not entering into their work as they should be doing and the teacher is not awake to the possibilities of her work or doing her best. The littered floor is not so bad in itself, but it is an indication of an evil more deeply seated. It is an indication that the children are not having instilled in them correct habits as to cleanliness, order, etc. These habits mean far more to their success in the world than what they learn from their text books and their formation should be regarded of paramount importance.

5. Appearance of room. School rooms like homes vary greatly in their appearance and attractiveness. Some of them are attractive and afford a most inviting place for study and reflection; while others are unattractive, barren, cold, uninviting and chill the spirits so that study is impossible.

The teacher who neglects to make her room attractive is thereby taking the most direct course to-

ward lowering the general effectiveness of her work. The appearance of a room is one of the little things that has most to do with the work of the children. Learning is a spiritual process, and it cannot be done properly unless spiritual conditions are right. The room with clean walls, attractive pictures, clean floors, pot plants, and where everything is kept in order is the room where you will most likely see happy faces, and these happy faces are but an outward sign of better things that are going on within. Whatever the cost let the teacher make her room attractive and the surroundings such as to make the children happy.

6. Tone of room.—The tone of the room is the product of all the conditions we have been discussing before and of some other things that we can feel better than we can define. It includes respectfulness, decorum, studiousness, contentment, happiness and confidence on the part of both pupils and teacher. Good tone in the room is absolutely indispensable to good work, or rather it is an evidence that good work is being done, and when it does not exist, the teacher should center all her efforts on bringing it about. If she finds that she can not bring about such a tone, she is not the teacher for the place and she owes it to herself and the children to get out of the way. The teacher who can not produce the proper tone does more harm than good, and she commits a crime against herself and the children every day she remains in the school room. Children may mechanically absorb a few things where the spiritual conditions of the room are not right, but we may be sure that they are not being educated in the true sense of the term—they are not growing from within.

7. **Properly seated.** Desks should not only be adjusted to the sizes of the pupils, but they should be arranged compactly so that all the pupils will be as near as possible to the teacher. The teacher should take her position in front of the pupils where she can look each one in the face. The seats should be arranged so that the light will come mainly from the rear or from the left—preferably from the left—and so as to make provision for the stove, if there must be one in the room. When these essentials have been met, the next thing most important is to have the pupils as near the teacher as possible. There is a silent force that goes out from the teacher to the pupils, which gives her an indefinable influence over them when she is near them and can look them in the face. For this reason, the teacher who takes a position in front of her pupils is better able to hold their attention than when she moves about or takes a position at the side or the rear of the room or in the rear.

8. **Take proper position.** The physical attitude of the pupil is indicative of his mental attitude. In fact, the two are interdependent. The teacher can not afford to neglect the physical attitude of the pupil, if she would have a wholesome influence over his mental and moral attitude. Pupils should not be forced to sit up like statues all the time, but when keen mental effort is required, they should sit erect and in a proper position. This will put their nerves to work, rivet their attention on what is being done and greatly stimulate the learning process.

Pupils should also be required to take a proper position in the recitation. They should stand erect when making a discussion, hold their books properly when reading, and when at the board they should use a pointer in making their explanations and stand where all may see their work. It is strange that so

teachers are so forgetful of these so-called little things as to permit the pupil to stand at his desk and explain a problem on the board across the room, or to permit him when at the board to stand between the problem and the majority of the class. We wouldn't give much for such explanations, nor would we count much on the results of the teacher's work, who permits such a thing to be done. It is an indication that she has not arisen to the demands of her work and that she does not see clearly the problems involved in it.

It is not necessary to have pupils go to the front every time they read, for it takes too much time; but when they have something special they want read to the class or when the teacher wants to especially emphasize a point, it is well to have pupils read from the front of the room. The position of the pupil in his study and recitation is more important than the average teacher thinks, and it is a pretty good indication of the results that are being obtained in an intellectual and moral way.

9. **In good physical condition.**—The learning process is extremely responsive to the physical condition of the pupil, and, for this reason, the teacher should not only maintain conditions as to light, heat, ventilation, the general appearance of the room, the arrangement and adjustment of desks, etc., but she should see that the pupil is in a good physical condition. The teacher may claim that she hasn't the knowledge necessary to such work and that it is not properly in her sphere; but when she realizes the extent to which the effectiveness of her teaching depends on such knowledge, she will make every effort to acquire it. There are a number of good books on health and the teacher can easily become familiar with two or three of them. Besides, the up-to-date health series prepared for school use, such as the Gu-

lick, the Ritchie, and the O'Shea-Kellogg, contain enough information for all ordinary purposes, and, certainly, it is not asking too much of the teacher to become familiar with these. How the child lives has a vital bearing on how he studies and how he conducts himself in school, and the teacher must help to get him to live right, if she would have him think and act right. Every child should be taught how to eat, sleep, breathe, bathe, dress, stand and walk. These are the things out of which life is made and the teacher can not neglect them if she would make life what it should be. Some teachers feel that these things are out of their sphere and beneath their dignity. They feel that they are engaged in the loftier work of feeding the minds and hearts of the children, and they have been too prone to take a proper physical basis for their work as a matter of course. However, a deeper insight into the real life of the child in causing the teacher to see that a physical basis in the child is not a thing of minor importance and that it can not be neglected without greatly lowering the effectiveness of her work.

The teacher should also become familiar with the indexes of the commoner physical defects among children, such as defective vision, defective hearing, defective teeth, adenoids, enlarged tonsils, malnutrition, nervousness, etc., and she should do her part to see that such defects have the proper treatment at the hand of a skilled medical man. The child suffering from any one of these defects will fall below normal in his school work, and, if he suffers from more than one of them, he is frequently wholly incapacitated for doing his work. The teacher who really wants to increase the effectiveness of her work and thus her usefulness as a teacher has here a fertile field of labor.

10. **Care for school property.**—The child is educated more by the environment of the school than he

is by what he learns from books, and it is a pretty good sign of the ineffectiveness of the work of a school or a room, if the children do not take the proper care of school property. In the school or school room, where you find the children defacing and destroying property, you may be pretty sure that they are not being educated, but dis-educated, if such a term may be used. They are building wrong habits instead of right ones. The tone of the school should be such as to inculcate respect for school property, and where there is not such respect, it is because the tone of the school is not what it should be, and the tone is not what it should be, more than likely, because the teaching is not what it should be. Children should be taught to take care of their books, not to mark or mutilate them. There is no better indication of indifference to school work, carelessness, and slovenliness among children than the failure to properly care for their text books. The care of school property is a result; it is also a cause. It is the result of the pupil's habits and attitudes of mind, and it has much to do with making these habits and attitudes what they are.

11. Respectful to teacher.—A proper respect on the part of the pupils toward the teacher is one of the essential elements of a proper tone in the school room and the general bearing of the teacher has much to do with bringing about such an attitude. The teacher must prove herself worthy of respect before her pupils will respect her. She must at all times conduct herself with dignity, grace and poise, and she must prove to her pupils that she knows her business.

When the teacher finds that a pupil is getting away from her, she should make every effort to win him back. She should seek to prove to him by her words and actions that she is his friend. If she

fails to win the pupil more than likely it is because the attitude of the parents is not what it should be and she should endeavor to bring about a proper attitude on the part of the parents by proving to them that she has the good of their child at heart. The teacher should always be willing to do more than her part to win and retain the good will of her pupils and patrons. She should not sacrifice principle to do this, nor do that which will ultimately work evil to the child, but she should be willing to sacrifice her own feelings occasionally; for she can accomplish but little with the pupil unless she possesses his good will and that of his parents. Then when one pupil becomes estranged, his disaffection soon spreads to others, and if the teacher does not meet the situation, she will find her power and influence passing away from her.

12. **Considerate of each other.**—This topic is largely the counterpart of the one discussed before. Pupils who are respectful to their teacher will usually be considerate of each other; especially will this be the case, if the respect for the teacher is a wholesome respect and founded on true worth. Respect for each other is not so fundamental in itself, but it is an indicator of things more essential to the real welfare of the school. It shows whether the work of the school is going home to the lives of the pupils or whether it is merely on the surface. Pupils in school are not preparing for life; they are then living. They are building up those habits and attitudes that will determine their habits of thought and conduct as men and women, and if as boys and girls in a school they are considerate of each other, they will be considerate of each other as men and women when they leave school, and surely in a great democratic commonwealth like our own this is one of the things most essential. Such a habit can not be built up by teach-

ing alone; here, as elsewhere the pupil must learn to do by doing. He must learn to be considerate of his neighbors when he leaves school by being considerate of his fellow students in school.

13. Observe good order and decorum.—School discipline depends very largely on the bearing of the teacher and how she conducts her work. Instruction and discipline are very intimately related, and most frequently where there is bad order in the room, it is because the teaching is poor. Bad order is at least a sign that the instruction is not having the desired effect and the thing for the teacher to do, in such a case, is to improve her instruction. When the instruction is what it should be, the discipline will take care of itself.

Good order does not mean absolute quiet. It does not mean submission brought about by the iron hand of the teacher. It means unity of purpose in the room and a blending of the will of the pupil and the teacher. It means that all have a common purpose in view and that all are working together in harmony to accomplish a certain end. This may be done in quietness or it may require some seeming confusion. However, the spirit that pervades the work and the goal in view are the important things, and the teacher should never lose sight of them.

14. Use time advantageously.—It is said that the average good business man loses two hours' work every day because he does not know how to use time advantageously. He does not know how to get into his work and he does not know how to economize time after he does get into it. He makes many useless steps and many useless motions that could be avoided if he knew how to arrange his work with a view to efficiency.

One of the things every pupil should learn in school is the right use of time. His geography, arith-

metic, and grammar will mean but little to him, if he is permitted to get into the habit of wasting time by idling in the school room. The teacher should study every movement, every motion of the pupil, every change from study to study and from recitation to recitation, and arrange his work so as to inculcate in him the habit of saving time. She should teach him in every possible way the value of time, that it is the stuff lives are made of, and that every man and woman who has achieved fame has done so by the right use of time.

15. Regular in attendance. One great problem of the teacher is to secure regularity in the attendance of her pupils. Attendance is a good evidence of the pupil's interest in the work of the school and it is a pretty good indication under normal conditions, of the effectiveness of the teacher's work. Pupils are actually sick many times, of course, and are kept out of school for other good reasons; but they will remain out on a more trivial excuse from a school in which they are not interested than from one in which they are. Slight indisposition will make no difference if the child loves the work of the school and the teacher; but he will be glad of any excuse to remain at home if the work is unpleasant or the teacher disagreeable.

Most of the poor attendance in schools however, is due to the fact that parents do not appreciate the importance of their children's being in school and they keep them out for almost any trivial cause. The teacher has an opportunity here to do some effective work in bringing about a right attitude and a right understanding among patrons. She should make them feel that the school is the child's business and it suffers just as much when he is away from it as the father's business does when he is away. Parents should be made to understand that even one day's absence is likely to prove disastrous to the work of

the child and that he should not be kept out of school if there is any possible way to avoid it.

The teacher should not be satisfied unless every pupil is present every day and on time. She should realize that poor attendance and tardiness are in part a reflection on her, and that it is in part, at least, her duty to see that the child is in school. She should not feel that she has done her duty when she has taught just those who happen to be present, without realizing that it is her business to see that all are present. Whenever a pupil is out of school, the teacher should know the reason, and, in case of sickness, she should either phone the parents or write them a note, expressing her regrets and a wish that the child may speedily recover and return to school. At such a time a little token from the teacher to the child will have a most salutary effect in bringing both the parent and the child closer to her, and a hundred chances to one it will cause the child to return to school a day or two earlier than he otherwise would have done. The teacher's taking advantage of every opportunity to show to the parents her interest in the child and the outcome of his work will have a wholesome effect on his attendance.

III. THE TEACHER

16. Enthusiastic. One of the first essentials in the life of a successful teacher is enthusiasm. Boys and girls are like the metals in that they can not be molded without heat, and to undertake to instruct a room full of them without enthusiasm will end about as disastrously as trying to hammer a piece of iron into shape without heating it. For this reason the teacher should be full of her subject and alive with a zeal to make her pupils feel it as she herself does. She should live the subject before she goes to the recitation and then she should be so full of enthusiasm for it as to cause her pupils to live it. We may be pretty sure that where there is no feeling there is no learning. There may be an accumulation of facts, but such facts will be in the mind and heart like undigested food in the stomach. Enthusiasm is the digestive fluid that causes them to be assimilated and transformed into mental and moral bone and muscle.

Cheerfulness is closely akin to enthusiasm; in fact, it is an essential element of it, and the sour faced, morose, unhappy teacher can not be enthusiastic. Many teachers are unhappy because they worry over their work. Such teachers should know, however, that worry not only never does any good, but that it saps away their vitality and renders them powerless to do good work. A wise man has said that there are two things people should not worry over—things they can help and things they can't help. Lincoln once said, "I do the very best I can, the very best I know how, and I mean to keep on doing so until the end; if the end brings me out right what is said against me won't amount to anything, but if the end brings me out wrong, ten angels swearing that I was right would make no difference."

The teacher above every one else has reason for being optimistic. She is doing the greatest work

that was ever intrusted to mortal hands—shaping the eternal destiny of little children. To the teacher God has given the raw materials of his most wonderful creation and it is her task to shape it to a destiny worthy of its Creator, and

"Ever, evermore shall it be thine
To mark the growing meaning in their eyes,
And catch with fresh surprise and joy,
Their dawning recognition of the world."

The thing that stands more than anything else in the way of the teacher's happiness is poor health, and for this reason she owes it to herself and to her pupils to use every means in her power to keep in good physical condition. Nine-tenths of the teacher's ills are caused by improper eating, and she is not true to herself and her work, if she does not study her food needs and religiously adhere to that regimen that will produce in her the best physical and mental vigor. There are a number of good books on correct eating and the teacher should carefully study them and follow their directions, or that part of them necessary to her good health. The teacher who cares for her work and her success in the school room will make every effort to build up correct habits also as to sleeping, breathing, dressing, working, playing, and thinking. Each one of these is vitally related to good health and the teacher can not neglect them, if she would do effective teaching.

And not only should the teacher keep well physically, but she should endeavor to live in an environment that will produce vitality, vigor and optimism. Her living room should be cheerful, with plenty of fresh air and sunshine; it should be properly heated and ventilated. She should be surrounded by those who are congenial and who will do what they can to make her happy. She should make friends of her patrons, visit them in their homes, and let them feel

that she takes a real interest in their children. If they are patrons of the right kind, they will appreciate her friendship and will reciprocate in many ways by making life more pleasant for her. These are the things that we seldom think of, but they are necessary to the spirit of the teacher and, hence, vital to the well-being of the school. If patrons could only realize what happiness on the part of the teacher means to the progress of their children, they would be more thoughtful than many of them are to keep her always happy and cheerful. They would never cast a cloud across her sky.

17. Patient and sympathetic.—The great trouble with many teachers is that they expect results too soon. They plant the grain of corn today and go out tomorrow expecting to reap the harvest. They have learned to labor, but they have not learned to wait. They are not satisfied with nature's slow progress, but expect the flowers to bloom at untimely seasons. Let the teacher remember, however, that patience is the most kingly of virtues and absolutely indispensable to success in her work. She should be sure that she has done her part and then patiently wait for results.

Many children are not quick to grasp a point. They do not read readily; they are slow in their number work, in their language and other studies; however, in most instances, if the teacher patiently and intelligently plods ahead, keeping up her faith and courage, she will one day be surprised at how well they take hold of their work. She will find many times, at the end of the term, that these slow plodders are not so very far behind their classmates after all.

Frequently a whole class will fail to take hold of a subject readily, and seem impervious to every effort of the teacher. At such times, much depends on the

teacher's being patient and manifesting common sense and judgment in dealing with her pupils. When things are going well there is no demand for patience, it is only when the trying time comes that the teacher's strength is tested. All depends at such times on how well she has learned the art of waiting and keeping cool. If she goes to pieces and shows her pupils that she has lost confidence in them, the battle is lost so far as she is concerned.

Sympathy for the child means the ability to enter into his feelings, to think about his work as he does, and to see it from his viewpoint. Other things being equal, she is the best teacher who is able to live over again her life of childhood; and the teacher who can not do this is at a great disadvantage in dealing with little children. Pretended sympathy is not enough; the child is quick to see through such pretensions, and he is driven away rather than drawn closer to the teacher. It takes real, heart-felt sympathy to reach the lives of little children.

18. Self-confident.—The teacher should feel that she is master of her subject and the methods of instruction that will reach the child, and should enter into her duties in such a manner as to prove to all concerned that she is master of the situation. Self-confidence in teaching, as in other things, is three-fourths of the battle, and the teacher who timidly and fearfully takes hold of her work, feeling that she is not, perhaps, doing it right and afraid of the criticisms of others, has already lost the battle. The teacher should take hold of her work as a master, feeling that her methods are as good as any other, if they get results as readily. Confidence should, of course, be based on knowledge and the teacher who will not study her work and inform herself as to the best methods of doing it has no ground for confidence; but where she knows her work and knows she knows

it, there is no ground for fear. This is the kind of confidence needed in the school room.

19. Dependable.—One of the most important characteristics of the good teacher is dependableness. She will work as hard and conscientiously when she is not being supervised as she does when she is. When you have assigned her a task, you can go about your business, feeling absolutely sure that she will perform it. You can count on her doing the work in her several subjects just as it has been outlined for her, and on her not shirking a task, even though she thinks nobody will know it. When you have assigned her to a place on the school grounds, you can expect to find her there day after day, and you never have to remind her of her duty after you have once told her what it is. When there is any work to be done common to all the teachers and necessary to the good of the schools, she is always ready to do her part and the principal may go about his duties, feeling that she will do it. Perhaps, one of the most vexing problems of the principal is that of getting teachers to perform their part of those duties common to the school as a whole, and if a teacher wants to find a sure way to the principal's heart, let her be willing to do her part, and a little more than her part, of those common duties. For the teacher to let the principal know that she can be depended upon to do just what he assigns her in the way of hall and ground duties, etc., will cover up a multitude of shortcomings in other places. The principal likes the teacher who is conscientious in her attendance to the general duties about the buildings and grounds. This is a little information the wise teacher will profit by.

Dependableness is also important in the work of the school room. The supervisor of a school or school system likes to know that his instructions are being carried out, and if they are not being carried

out, he wants to know the reason. Every well organized school or school system has some definite policy and is working to the attainment of that policy by certain well laid plans. Whenever a teacher accepts a position in a school, she thereby pledges herself to do all in her power to carry out those plans with the ultimate policies of the school in view. The dependable teacher will be faithful to her pledges. She will always be conscientious in the performance of duties assigned her and in carrying out the instructions given her by the supervisor. This does not mean that she will be a mere machine with no judgment of her own. She will exercise her own wisdom as to the best methods of doing her work, but she will be sure that her methods are in harmony with the general policies of the school. Whenever she finds that it is impossible to carry out the instructions of her supervisor in a particular instance without detriment to the children, she will explain the situation to him, before adopting other methods. The wise supervisor always gives the teacher a wide latitude in her own work and leaves the matter of method largely to her own judgment, the only provision being that she get results and carry out the general policies of the schools.

Dependableness also means that the teacher can be counted on to defend the plans and policies of the school. It means that she is loyal to the school or school system and to every one connected with it. The dependable teacher is not merely passively in accord with what is being done; she is ready to defend the school against those who would criticise its methods or its general policies. The teacher who will not defend the policies of the school against those who would criticise them is without the qualities necessary to the co-operative effort essential to the success of a school system.

20. **Courageous in the face of difficulties.**—When difficulties arise, all depends upon the teacher's remaining courageous. Many teachers, however, fail at this point. They do all right as long as everything goes well, but when a few things go wrong, they lose their poise and go to pieces. Many a battle has been lost at the critical point because the teacher lost her courage. The arithmetic class is plodding along, making slow or seemingly no progress at all, the teacher loses her courage, comes to the conclusion that they can not get the work and that further effort is useless, she drops to lower levels of effort, and the class fails, when, very likely, if she had held out a little longer, she could have saved the situation. The teacher can not afford to give up for she never knows just what the results of her efforts are and it may be that she is succeeding better than it seems. The greater the difficulties, the harder the fight, the more determined she should be to win. She should remember that the success of her work depends upon her determination to win at any cost.

21. **Sensitive to conditions in room.**—Sensitiveness to conditions in the room means that the teacher is in touch with every phase of the work and knows what each one in the room is doing. It means that there is a spiritual communication between her and each pupil which prevents such a situation as the pupils' reading novels or playing games when the regular work is going on. Some teachers become so lost in their work, however, that they almost lose sight of what is going on in the room. They seem to forget that it is necessary to keep the pupil in mind as well as his work and to see that the pupil is grasping the work and responding to the efforts of the teacher. If the teacher would succeed in the school room, she must make it a point to know what is going on in the room and not only know it but be able to

direct it so as to bring about unity of effort among the pupils. Effective teaching demands the teacher's intimate touch with every condition in the room—physical, mental and spiritual. It demands that she know things are physically right, that the child is physically fit, that he is mentally in touch with his work, and that the spiritual atmosphere of the room is conducive to concentration and mental effort. The teacher must see after these conditions and make them right before she will be able to bring all the pupils together in unity of effort on the work at hand. If there is lack of unity and co-operation in the room, the teacher should know just where it is and the steps to take in bringing all together in co-operation to a common end.

22. **Takes interest in the pupil's outside activities.**—If boys and girls love the teacher, they will love her work, and the best way for the teacher to gain their confidence and esteem is to show them that she is interested in their outside activities. Boys and girls like for the teacher to be interested in something more than their studies and their interest in their studies will be largely in proportion to the teacher's interest in their games and plays. For this reason, the teacher should help the boys and girls plan their games, she should take part in them when she can, and at least always be present to show her interest. Many a teacher has saved a difficult situation and covered up a multitude of weaknesses along other lines by being able to outplay her pupils in their games. One teacher won a roomful of boys who were very hostile to her in the beginning by going on a hike with them and showing them that she could outwalk them. Another teacher won a very difficult situation by coaching the boys in basket ball and showing them that she knew more about the game than they did. Another won the confidence of her pupils by showing

them that she understood music and by organizing an orchestra; another by organizing a debating club, and so on. Boys and girls do not esteem book ability very highly, but they reverence the teacher who is proficient in baseball, basket ball, tennis, or any of the games or activities that they engage in on the outside of school, and the teacher who really has the good of her pupils at heart will plan their outside activities just as she does their regular school work.

23. Believes in pupils.—Teachers should remember that the children in a room or class will compare pretty favorably with any other room or class, and that if they do not seem to do so for a time, it is very probably because the teacher has not approached them in the right way. It is true there are problems peculiar to every room and every class of children. Children have different home conditions, they have had experiences different from the children of other rooms and classes, and what would appeal to others will not appeal to them. These are some of the things the teacher must find out, if she wants results, and if the teacher goes ahead on the basis that all children are alike, she may expect failure.

It is important, too, that the teacher know what to expect of her pupils. It may be that the experiences of the pupils in a certain room along certain lines are broader than those of pupils in other rooms or classes, and that they can grasp principles based on these experiences more readily. The teacher should know the pupil well enough to know the extent of his experiences and should build her faith accordingly. She is sure to meet with disappointment if she expects every fourth grade class, for instance, to be equally proficient in all the studies. Some classes will do some phases of the work better than others, while some phases they will not do as well; it depends upon their previous experience, and not so much, as the

teacher sometimes too quickly says, on their normality. We may be pretty sure that the normality of one room is about equal to that of another. There is sure to be a variation, however, in the practical ability of pupils as we go from room to room and from class to class. The teacher should expect this, study how to overcome it, and never let it cause her to doubt her pupils.

The teacher's doubting is also fatal to her success in the school room in that it causes the pupil to lose confidence in himself. Self-confidence is one of the elements of character the school should seek to cultivate, and the only way to cultivate it is through the inspiring touch of the teacher. Many a class has been saved by the teacher's refusing to lose confidence in it and many a life has been saved by its feeling that there was at least one who believed in its ability to hold on. The great Edison was saved to the world by the confidence of his mother. His teacher's confidence had failed and the boy was ready to give up the fight, but his mother knew what the teacher did not know—that the apparently dull, indifferent boy had in him the elements to make the greatest man of his age. A history of the world's illustrious men would show hundreds of other examples similar to that of Edison. Many of them were regarded as blockheads by teachers who did not understand them nor know how to reach them, and this fact should cause the teacher to realize that it is not always the apparently brightest room, the brightest pupil, that has the greatest possibilities and that her love and sympathy should cause her to look away down deep into the heart of her pupils and see their hidden possibilities long before they are evident to other less sympathetic eyes.

24. Does not find fault.—The fault-finding, morose, headachy teacher is out of place in the school

room with little children. The teacher should be happy and cheerful, and she should look for good rather than for bad. She should not find fault with the pupil or make him feel that she does not sympathize with him. When she has to show him his error, she should do so in love and kindness and in such a manner as to make him feel that the correction of such an error is but another forward step in his progress, and that he should not be discouraged by it, but that he should rejoice that it was discovered to him as soon as it was. No greater mistake can be made by the teacher than to talk about the weaknesses of her pupils in the presence of others, or about them to others when they are likely to hear it. Even little children can understand and they never feel the same towards the teacher who whispers to the visitor that this or that little fellow is not bright, or is not doing well in school. If the teacher feels that the pupil is not doing his best, she should tell him so privately and never in such a manner as to wound his feelings. The teacher should always deal with the pupil so as to give him ambition for greater achievement and make him feel that he can do what he sets his heart on, if he will but put forth the effort.

25. Praises good work.—This topic is the positive side of the one discussed before. The way for the teacher to get excellent work is to show her appreciation for good work. When she feels that the pupil has put forth real effort and has done a piece of work that is good for him, even though it may not be good for some other pupil, she should tell him so. The successful teacher makes the pupil feel that nothing worthy of commendation ever goes by without her notice. This does not mean that she is satisfied with a poor grade of work. She has high standards and always holds them up to the pupils as the goal they are ultimately to attain, but she explains to them that

such standards can not be attained at once, and that she will be satisfied if there is each day a little nearer approach to them. The good teacher has high standards and she praises every effort to approach them. She makes the pupil feel that she is his friend, ready to sympathize and co-operate with him in every real effort that he makes.

26. Knows the subject.—The good teacher knows the subject she is trying to teach. She knows more than a text on the subject, she knows the subject from beginning to end. She does not depend on the daily preparation for the knowledge of the subject she is to help the class consider, for she knows that such a method would result in the subject's being cut up into unrelated parts and render impossible a grasp of it as a whole; that it would mean an inadequate review and thus only a partial insight into the subject. The good teacher makes daily preparation for her work; she studies each lesson, but she has such a grasp of the subject as a whole as to be able to let the pupil see more than one part of it at a time.

Good results in the school room demand that the teacher be full of her subject and able to inspire the pupils with a love for it. The teacher can not lead the pupil to a clearer insight into the subject than she herself has. She can not lead him to a greater appreciation for a subject than she herself possesses, and her appreciation for the subject will go no deeper than her knowledge of it.

Many teachers fail at just this point. They have no thorough, comprehensive grasp of the subject they are trying to teach, and are unable to lead their pupils to more than a hazy conception of it. They must depend on the daily preparation for the information necessary to do their work, and, as there are many things to interfere with their daily plan for study, they most frequently come to the recitation without

being prepared, and fail to arouse the interest of their classes. The teacher must have a thorough grasp of her subject in order to appreciate it; she must appreciate it herself before she can lead her pupils to appreciate it; hence we are not surprised that many teachers find it impossible to arouse interest in their classes and are compelled to continue day after day with a deadening routine that becomes more and more destructive of the educational possibilities of her pupils the longer it is continued. Let the teacher, however, be full of her subject and afire with a zeal for it and she will have no trouble arousing the interest of her classes.

27. Plans lessons ahead.—The teacher should never lose sight of the child in the mazes of the school machinery, and she should always make him the center of gravity in the school. She should study the child, his needs and should carefully plan such a program of work as will bring about his development. She should use the subject as a means to that end and she should have a deeper insight into her work than to be satisfied to follow the pages of a text book, or a general program that, is, perhaps, unsuited to the special conditions of her work. The good teacher will plan each day's work ahead and this planning will include something more than merely marking off the pages in the text she is going to assign. She will know the present attainments of her pupils, what step they should take next, and she will plan the lesson that she believes will best help them to take that step. Bringing about the development of boys and girls is the most complicated task one can well conceive of, and surely no teacher would try to do it without plan and forethought. The teacher who does not plan her lessons ahead may be able to get by, and she may be able to make some people believe she is accomplishing something, but her work will

amount to but little so far as lasting results are concerned. She may feel many times that she is so crowded with other duties that she hasn't time for planning her work ahead; however she can afford to let the other duties go, for nothing can be more essential to the structure she is trying to erect than a well prepared plan. The teacher should make it a rule to devote a part of her afternoons or evenings to planning her work for the next day. She should let nothing interfere with such a rule.

28. **Keeps informed as to best methods.**—It goes without saying that the teacher who is really a teacher, who really loves her children and is in her school room for the good she can do, will make every effort to become more proficient in her work. She will not go on day after day with the same methods regardless of result, but she will study each process and constantly ask herself if she is conducting such and such a recitation so as to get the best results. She will constantly ask herself why she does her work as she does and how she may do it better. She will take nothing for granted, but will study every step and she will follow no method just because it was inherited from some former teacher. This study of her own methods will cause her to look for help from other sources and educational journals, and it will put her in an attitude to get some real help from such sources. You may be pretty sure that the teacher will get but little help from a book or an educational journal until she first feels the need of such by a study of her own methods. Before she can get much help from such sources, she must first understand really what her problems are through an independent study of her own situation and feel her own inability to solve them. Fully ninety per cent of the reading of books and educational journals done by teachers is almost valueless because it is done in a perfunctory manner

and not in answer to a felt need. The teacher feels that she must read the journals and educational books now and then to keep up with the times; but she seldom reads them to satisfy a felt need, and this is the only way that she can get any real good from them. If the teacher is not a student of her own methods, we may feel pretty sure that she does not feel this need and will get but meager results from her books and journals.

Then this study done as a result of felt needs is the only kind of study that will bring what the teacher learns into direct touch with her own work. It does not make so much difference about the teacher's being informed as to the best methods; the question is, Does she use such methods in her daily work? Information and use are not identical, and most people know better than they do. They do not make the knowing result in doing because they have not gained knowledge as a result of feeling the need of doing their work better.

The teacher who will not read or study either to satisfy felt needs or to be informed is in the most deplorable condition of all. Such a teacher needs to become alive to her work and put her heart in it, or get out of the business. She has no right to remain in the school room and sacrifice the lives of the children to satisfy her ambitions along other lines. She has no right to remain in the school room and not make every effort to improve herself. The good teacher will have accessible the best books and magazines bearing on her work, she will welcome the reading circle and long for the teachers' meeting because she may through them gain some idea that will make her more proficient in her work.

29. Co-operates with other teachers.—In the school where there is more than one teacher, there are duties common to all. Many teachers show great

ability in their own work, but are unable to enter heartily into these common duties. They greatly lower the value of their own work by not being able to do team work. Ground duties, hall duties, the preparation of special programs, and many other things necessary to the success of the work of the school as a whole must be done if the school does not go to pieces, and no teacher has the right to remain in her own room and fail to asume her part of such duties. These common duties are the ground work without which the work of her room would be impossible, and the teacher has no right to share in their benefits without also sharing in their burdens.

This spirit of co-operation is especially important where there is departmental work, and the teacher who fails to co-operate makes it impossible for such work to be effective. The teacher should feel that the aim of the work is not to cram into the head of the pupil the facts of the special subject she happens to be teaching, but to bring about his development, and, if she is interested primarily in such development, she will lose sight of her own subject or department and co-operate with the other teachers for the pupil's ultimate good. The teacher should not be willing to sacrifice the child for the attainment of her own self-interest or to succeed with her own subject. She should be willing to fail in her own subject, if such a failure would mean greater success to the work as a whole.

30. Co-operates with the general plans of the school.—This topic has a wider significance than the one just preceding. It includes not only co-operation with her fellow teachers, with her principal, but with superintendent and the school board in carrying out the general policies of the school system. A school system that is worthy of the name has certain more or less definitely defined aims. These aims should be

made clear to the teachers and each one should feel that it is her duty to do all she can to help carry them out. She should do this even though such a course might mean a temporary sacrifice on her part or a temporary defeat of her own plans with reference to her own room or classes. If she can not do this because of her lack of sympathy for the larger plans of the schools, she should at once sever her relationship with that school or school system. No teacher should work in a school system where she is out of harmony with its general policies. The teacher who wants to do the right thing will not enter a school system unless she has made up her mind to co-operate whole heartedly in all its policies, and after she has entered it, she will never by word or deed indicate that she is not in full sympathy with what is being done.

IV. TEACHING

31. **Based on pupil's past experiences.**—There is no more fundamental law of pedagogy than that teaching to be effective must be based on the pupil's past experiences. This is the law of apperception, and by it we know that only those facts that are in some way related to the child's present stock of knowledge can be understood by him. In other words, teaching to be effective must progress from the known to the related unknown. It must go from the simple to the complex. The child's present stock of knowledge or the sum of his past experiences form a basis upon which his future stock must be built. This we call his apperceptive basis, and there can be no learning without it. The teacher, then, can not do effective teaching without knowing the child, his past experiences, the depth and meaning of these experiences, and how to use the subject so as to make it relate to such experiences. The teacher's task is a much more complicated one than merely presenting some facts as she comes to them in the text book. It may be that the child has no apperceptive basis for such facts and it will be necessary for her to go back and build up such a basis. The teacher may be sure that she will not reach the heart of the child and bring about his real education unless she bases his work on his past experiences.

32. **Based on pupil's present needs.**—For a long time, the schools took no cognizance of the present worth of the child. It regarded him, not because of what he was as a child, but for what we would be when he became a man. Boys and girls were regarded as little men and women. They were thought to have similar thoughts, feelings and emotions, and their education consisted in giving them the information that would be useful to them as men and women. But thanks to the new conception of education that

we have today due to the teachings of Pestalozzi, Herbart and Froebel, the child is no longer regarded as a little man or woman or as being good for what he will grow to be after awhile. He is now regarded a complete being, with his own way of looking at things, with his own feelings and emotions. His physical, mental and moral life is entirely different from that of an adult, and he is actuated by different motives. He has needs peculiar to his childhood and the best way to make him a complete man is first to make him a complete child. We destroy the possibilities of manhood when we disregard the instincts and tendencies of childhood. This is why the tendency in education today is to adapt the work of the schools to the present needs of the child. Nearly all modern text books are built upon this conception of education and the teacher will have but little difficulty in this part of her task. However, when it comes to the application of the text to the needs of the child, her task will be more difficult, and when we realize that there are not only needs peculiar to childhood in general, but that each child has needs peculiar to himself that must be recognized in his training, the task of the teacher looms ten-fold more difficult.

The child will not respond to a particular course of instruction until he feels the need of such instruction. It will do but little good, for instance, to try to teach him number facts, until the need of such number facts is felt in his daily life. He will make but little progress in learning to read until he feels the need of knowing how to read so as to be able to read for himself the stories told him by his teacher and others. In fact, the same principle holds in the education of all people. None of us really learns a thing until we have a use for such thing, and one of the greatest defects in modern school work is that we try to get the children to learn just for the sake of

learning, when they are no more interested in study for its own sake than are men and women. The lawyer studies his law books when he has a case to try, and not one in a thousand reads general law for general information. The preacher studies when he has a sermon to prepare and the average preacher devotes very little time to Shakespeare, Milton, Tennyson or Browning, unless he expects to find in these a point for his sermons. The merchant reads his trade journals for new ideas to apply in his business, the banker reads his bank journals for new ideas about running his bank, and the teacher reads educational journals for help in her school work. Nobody but the pedant reads just for the sake of reading and for the sake of the knowledge per se, and the world is no worse off because this honored class is daily growing smaller and smaller.

People out in the world study for specific purposes, and the great problem of the schools today is to set specific purposes before the boys and girls in their school work. People on the outside of school do not read general history just to learn it. They do not study geometry merely to learn it and for the mental exercise it gives. They do not read Keats and Shelley and Wordsworth and Southey just for the sake of knowing them. There are too many practical problems they must solve in their business and every day life to devote their time to mental gymnastics. They study to gain certain ends and not merely for the exercise, like the squirrel in the cage revolving to no purpose, and we have no reason to believe that boys and girls are more interested in such gymnasties than are men and women. In fact, we have every reason to believe that they are less interested in such things and our trying to force such an interest has resulted in almost a complete failure. We must adapt our school work to the needs of the child; then

he will study like men and women to satisfy such needs.

33. **Reaches each child.**—This topic goes a little further than the one above and sees that the work of the schools is not only adapted to the child's needs, but that it actually reaches its destination and satisfies those needs. It is not enough that instruction be based on the child's past experiences and adapted to his present needs, but the connection must be made, and the teacher's responsibility does not cease until the lesson has been actually transformed into physical, mental or spiritual fibre. The task of the teacher is not a general, but a particular one. It is not to teach a room of children or a class of children, but the individual child. Her work is not ended until she has reached them all with their varying capacities and needs and has brought each one a little nearer to his possibilities as citizen of the world as it is today.

34. **Goes beyond mere information.**—The greatest temptation that, perhaps, the teacher has to overcome is that of regarding mere information as the aim of her work. She is prone to forget that there are three steps in the educational process—(1) the accumulation of knowledge, (2) its organization, and (3) its application, and that the first can not be completed until it has been organized and applied, and the teacher who does not lead the child beyond the first step is not educating him at all. Information accumulated and not assimilated by being organized and applied is like food in the stomach undigested—it leads to mental and moral dyspepsia, and the schools of the past have done great harm in carrying the pupil on year after year accumulating information and in never giving him time to organize and apply it. Information should be accumulated only in answer to a felt need and then it should at once be made to minister to that need. Like the manna of the ancient

it is like the ancient manna in that, if we become greedy and acquire more than is needed for present use, it will spoil on our hands. This is as necessary in school work, too, as it is on the outside of school, and the great problem with teachers is to make provision for the application of information as it is acquired.

This problem of the acquisition of knowledge in response to felt needs and the application of it to those needs, is as yet almost wholly unsolved in the country. The Gary system is a result of an attempted solution and has met with better results than any other similar attempt because it is backed by the genius of William Wirt. John Dewey, while at the head of the School of Education at the University of Chicago, made an attempt to solve it and met with some degree of success. Best of all he called the attention of the country to the need of its solution and set hundreds of other school men to work on it. John Dewey's solution to the problem consisted: (1) In an effort to bring the school into a closer relation to home and neighborhood life; (2) In making such subjects as history and the sciences have a real value in the child's own life. In history, for instance, he does not study about things that are external to his own interests, but he begins at home with the things around him and in which he is interested and goes from these to the things that are remote. He thus builds up a manysided interest; Israelites, it should be gathered only as it is used and (3) In carrying on instruction in such subjects as reading, writing and arithmetic with every day experiences and occupations as a back ground. Thus we see that the efforts towards a solution of the problem of adapting the school work to the needs of the child represent an attempt to go beyond mere information

and give opportunity for the application of such information in every day life.

35. **Provides for frequent reviews.**—Effective teaching demands that the teacher have such a grasp of her subject as to enable her to give frequent reviews. The main reason teachers do not review more than they do is because they do not have a comprehensive grasp of their subject, and thus are unable to give their pupils more than a phase of it at a time. This leads to ineffectiveness in their work, for reviews are absolutely essential to the pupil's comprehensive and permanent grasp of the subject. Each day the teacher should devote some time to reviewing the lessons of previous days. These reviews may be oral or written, depending upon conditions. They should cover more thoroughly the more recent lessons and at longer and longer intervals include all the lessons gone over until they are firmly fixed in the pupil's mind. The first time a fact is presented it makes but a slight impression and will soon pass out of the mind, if attention is not called to it again. It is for this reason that the facts and principles of the several school studies should be presented more than once. The teacher should not assign lessons long enough to consume all the recitation period and she should let the pupils feel that they are each day to be held to account, not only for the day's lessons, but for all those lessons gone over. If the teacher confines herself always to the day's lesson, the pupils will soon come to expect this, and former lessons will pass out of their minds.

36. **Requires unity in the recitation.**—Unity in the recitation demands that all the members of the class be working on the same problem at the same time. It demands a common goal and a united effort. All must be solving the same problem in arithmetic, parsing the same word in grammar, work-

ing on the same design in drawing, considering the same topic in history, or studying the same assignment in geography. There must be unity in the recitation to enable the teacher to direct the work, and she must direct it in order to be sure that each one is entering into the recitation. The teacher should take a position with reference to the class so that she can most easily get the eye of each one of the pupils. This makes it easier for the pupils to follow the thought and it helps the teacher to determine who is following and who is not. The unity of the recitation should never be permitted to be broken by a conversation between the teacher and a pupil or between two pupils. The teacher should direct her efforts to the class as a whole and wait for special occasions to give individual help.

Too much talking on the part of the teacher is the most prolific cause of broken unity in the recitation and the teacher should carefully guard against it. It is all right for the teacher to talk, if she is sure her pupils are following her; but, as this is seldom the case, she should use her talking prerogative with great care. As a rule, the pupil becomes inactive and relaxes when the teacher takes the recitation in hand and does the talking, hence the teacher should keep the pupils in the lead, unless she knows her lead is being followed by them. Effectiveness in teaching demands that every pupil in the class go through the thought process involved in the recitation. It demands that the pupil be made to feel that every question asked is his question and that it is his duty to answer it in his mind, if he is not called upon to do it orally. The pupil should never be permitted to feel that when he has answered his question, his responsibility ceases. His question is every question.

37. Standards high; only pupil's best efforts accepted.—The ineffectiveness of teaching, in many

cases, is due to low standards. The teacher is satisfied with almost any kind of a response from the pupil and, to be sure, the great majority of pupils will do no more than is required of them. The teacher should accept only the pupil's best efforts. When she asks him to draw a map, she should be sure that he does his best, and she should not be satisfied with just any kind of a botch that he calls a map. The teacher should know her pupils well enough to be able to determine when they are doing their best and she is not treating them justly, if she permits them to do less.

The difference in the standards of teachers is very evident as you pass from room to room. In some rooms, you find maps and drawings of the poorest type, indicating indifference, carelessness and lack of effort on the part of the pupils, not merely in these subjects, but in all subjects. You will find in an adjoining room where there is the same class of pupils and the same general conditions, work that is neat, accurate, showing pains-taking care and effort in its production. The difference is not in the pupils, but in the teacher. Pupils do no more than is required of them. In reading, language, arithmetic and other studies, they tend to meet the standards of the teacher.

This does not mean that the teacher is to be hyper-critical, fault-finding, or severe in her attitude towards her pupils. She is to be pleasant, agreeable, kind, patient, and sympathetic. Pupils soon find out her demands without her making an ado about them, and they almost unconsciously strive to meet them. It is a good plan for the teacher to let the pupils know at the beginning of the term what she is going to expect of them. She should show them what good work is and should endeavor during the first days of school to fix standards in all the studies. She should

show them what a good drawing is, good reading, good number work, etc. The teacher who fails to improve the opportunity of the first days of school to fix ideals and standards in her work may expect poor results. On the other hand, the teacher, who takes hold of the situation in earnest and sets the proper standards in the beginning, will do much to overcome any shortcomings of former teachers and she will soon have any room she takes hold of in good condition.

38. **Avoids lifeless formalities.**—The great temptation of the teacher is to descend into a deadening routine of lifeless formalities. If she does not take great care, she will get into the habit of doing her work in a certain way and she will lose sight of the great aims she should constantly have in view. It is a sad commentary on the schools that, perhaps, the great majority of teachers do not know why they do their work as they do. They learn certain methods of teaching reading, arithmetic, language, history etc., from their former teachers and seem to think that it is impossible to improve on them.

We should not think much of the chances of success of the business man who used year after year the methods he inherited from his elders. Business conditions are constantly changing and the man who fails to adapt his methods to them is sure to meet with failure. Conditions in school work are changing as rapidly as those in the business world. Even the fundamental aims in education today are not what they were twenty-five years ago, and the teacher who inherits her methods from twenty-five years in the past is not working at all to accomplish the purpose of the modern school. During the past twenty-five years, we have found out a good many things about child nature and the methods of bringing about its development, and it is as

important for the teacher to take advantage of such knowledge as it is for the business man to take advantage of the improvements in business. The progressive teacher will study her own work in the light of the advances that have been made in educational science, she will study the work of other teachers, and she will seek to employ from day to day the methods that will get the best results. She will try to forget methods inherited from former teachers, except as they meet the test that she applies to all new methods. She will try a method until it ceases to arouse the best efforts of her pupils, and then she will try another. She will always be studying and planning a surprise for her classes, so as to keep their interest active and alert.

There can be no more fruitless endeavor than going over the lessons day after day in a formal, mechanical way. Pupils soon learn what to expect and they adopt levels of efforts to meet the requirements. When, however, the teacher is wide-awake and constantly planning a surprise, pupils do not know what to expect and remain active and alert in their work.

38. **Tests preparation of lesson.** Many teachers conduct their work in such a manner as to afford no test of the pupil's preparation. Especially in the high school, many teachers seem to think that the aim of their work is to get into their pupil's heads the customary quantum of information. They take up all the time of the class talking to the pupils, and give them no opportunity to respond. There are many subjects that well-read pupils can "camouflage" their way through without preparation, and they will do so, if the teacher does not make the lesson a test of specific preparation. It is not the ability of the pupil to recite that is the important thing; but it is the amount of work he has done, the skill he has acquired, the confidence he has gained, and the renewed determina-

tion to put forth greater effort, that should especially interest the teacher. The information is nothing, if it does not result in these things. The teacher should remember that the purpose of her work is not to "pour in," but to "draw out." Education is not an accretion from without; it is a growth from within, and the only way the pupil grows from within is by the intelligent effort he puts forth. "Camouflaging" is no substitute for effort. The teacher should not be satisfied with a mere response from her classes; she should know that such response is the result of hard work done in the preparation of the lesson and not merely some general information the pupil has on hand.

40. Makes haste slowly.—Many teachers are afraid of worrying their classes and pass from the topic before the pupils have more than a smattering knowledge of it. One of the characteristics of the good teacher is that she knows when her pupils know a thing and holds them to a topic until they master it. She is not willing to let a topic pass merely because one pupil has discussed it. She tests the entire class on the topic and sees that all know it. When a pupil has solved a problem and she feels that some members of the class do not understand it, she calls on those she doubts to explain it or parts of it, and in the great majority of cases, she finds that her fears were right. She is not satisfied with the mere statement that all understand. She tests their understanding if there is any doubt about it, and she is in close enough touch with the class to know whether they really understand or are just pretending. When the pupil has presented one side of a question, she asks him or some other pupil, to turn it over and explain the other side. She is patient, she never gets in a hurry, and she sees that every inch of the ground is covered.

The supreme test of the teacher comes just at this point, and there is more poor teaching due to the teacher's permitting the pupils to pass over work without mastering it than from any other cause. It seems that many teachers do not grasp the full meaning of their work, for if they did, they would not leave a topic just at the time when the pupils are beginning to derive some real educational value from it. They would not leave it before the pupils have grasped its full significance, seen its full relationship to the other topics passed over, and organized and made it their own. The teacher, of course, does not want to worry her classes and destroy their interest in the topic under consideration, but she does not have to do this in order to be thorough. She can present the topic in different ways, showing the pupils new phases of it and thus keep up their interest. The good teacher is not afraid of drill, for she knows that it is not drill that kills the interest of her class, but cold formalities and deadening routine. She believes in intelligent drill, with emphasis on the "intelligent," for she knows that her pupils can not master their work without it. She has but little respect for those theorists who claim that pupils can learn the multiplication tables, spelling, the mechanics of reading, writing and drawing, etc., without drill. There is a place for self-activity in the school—in fact it is the fundamental law of pedagogy—but it is the self-activity that is wisely directed on the basis of child nature and needs, and not that based on whims and fancies. The child's instincts are no safer guide in his education than they are in his eating.

41. Fulfills lesson plan.—The good teacher plans her work, but she does not stop with a mere plan. She is not satisfied until such a plan has been carried out. Many teachers formulate good lesson plans, but the end of the recitation period comes

without such being executed, and their planning amounts to but little. The teacher should have clearly in mind the execution of the lesson plans she makes, and she should constantly change her plans and adapt them to the needs of her class so that their execution will be possible. She should never be satisfied for the lesson period to end without the lesson plan's being fulfilled.

42. Arouses and sustains interest.—This can be done only by adapting the instruction to the needs of the child and by making him feel that such instruction is vital to him. The teacher must know the subject, the child, his needs as a child, and be able to make the subject minister to his needs. It will do no good to build the recitation on a false interest or a false enthusiasm for such interests or enthusiasm will soon subside and leave conditions worse than before. The lessons must actually go home to the heart of the child and minister to his needs.

Too much instruction in the schools is of the kind that regards the child as a passive recipient of some information handed out to him by the teacher. Such instruction does not arouse his dormant powers. He remains half-asleep, as it were, through the whole process and the teacher seldom has opportunity to see what he can really do. Sometimes when a pupil is transferred from one teacher to another, we can see the difference between his being aroused and his remaining asleep. Under one teacher, he will appear dull and unconcerned about his work, and under another he will be bright, active, alert and responsive to every effort of the teacher. The trouble with the first teacher is that she does not understand the child and does not know how to reach him. The writer knows of many cases of this kind but he especially remembers that of a child who, for the first two years in school was regarded as exceptionally dull, but

who became the brightest of pupils when placed under a teacher who understood him. The child will love the teacher who understands him, and if he loves the teacher, he will love her teaching. Too many teachers look upon their work as a cold business proposition and soon come to deal with boys and girls about as they would with brick and mortar. They do not seem to realize that the school room is one place where business is not business and that their task is one that demands more than an objective treatment. It requires the deepest resources of the teacher's mind and heart. If the teacher arouse and sustain the interest of her pupils, she must do so through an earnest understanding of their nature and needs, and approach them with a love and sympathy they can not misunderstand.

43. Assignment arouses effort-evoking interest. In the lesson assignment the teacher should make it clear to each pupil just what he is to do in the preparation of the lesson. She should also take the time to make clear to the pupils the relation of this assignment to the lessons already gone over, and she should endeavor to tie it up to the child's experience so as to arouse in him effort evoking interest. The teacher has not done her full duty in the assignment unless she has aroused the child's desire to master the lesson. She should arouse the child's curiosity and make him feel that the new lesson contains some things of vital interest to him. She should also give him an insight as to how to attack it. When the assignment includes no more than the next pages in the text book, there is no incentive for the child to master it, and the teacher should not feel that she has properly assigned a lesson until she has furnished the child with a sufficient motive to learn it. In the assignment the teacher should also show the pupils the methods of study necessary to its mastery. It is a pathetic sight to see little children floundering

around, turning the pages of their books here and there, helpless in the face of the problems assigned them, because the teacher has failed to teach them how to study the lesson.

44. Develops self-control.—This topic includes not merely the instruction, but every phase of the school organization. Self-control will not be developed in the school room where the teacher is a master whose word is law and where pupils are regarded as inferiors with no rights of their own. The only way to develop self-control in the pupil is to give him opportunity to exercise such control, and this can not be done where every action is defined and he can do nothing without the consent of the teacher.

From the beginning, the child should be taught that the rules of the school are what they are because the school is the kind of institution it is, and that the school is what it is because it is best adapted to the child's nature and needs. He should be taught that the rules are not made by the teacher, but are inherent in the organism, and that best things will come to him by obeying them. As long as the child feels that he must obey merely because the teacher says so and he can not understand the reason for such obedience, he is not going to obey wholeheartedly, and whole hearted obedience is the only kind that leads to self-control. Self-control is a matter of will power and will power can be developed only where there is opportunity for the exercise of will. The will is exercised only when the child has a choice.

If a stranger were to visit our schools today, he would think that we are preparing the pupils for an autocracy. The teacher is a sovereign, the pupils are taught to obey without question, and the fact that, in many cases, they are leagued together against the teacher is evidence that such an organization is not having a wholesome effect on them. Children do not

tell on one another in school because they feel that the teacher is on one side and they are on the other, and that it is dishonorable to betray a friend. They refuse to tell on one another for the same reason that the subjects of an absolute autocrat would refuse to report a neighbor who had violated the law. Such a condition in our schools is out of harmony with our efforts to prepare the boys and girls for a great democracy and it is doing much to create among the people the disregard for law which we see is very prevalent and which we are told is on the increase. This condition leads not merely to a disregard for the laws of the land, but to a lack of self-control along other lines. We can not expect to develop law abiding citizens if we regard children as inferiors all during their school life and turn them loose at the end of the school days without the habit of self-control's having been formed.

Children can not, of course, be given full power in school, but they can be given ample opportunity for the exercise of their own judgment and to make decisions according to their own volitions. Such opportunities should be handed to them little at a time, and by the time they are ready to leave the school, they should have the will power and judgment necessary to their duties as citizens of the world. The American school should be a miniature democracy where the pupils are not merely preparing for life, but actually living it.

V. THE PUPILS' RESPONSE

45. All take part in the recitation.—A good recitation is one in which all pupils are alive to the task before them and enter it with enthusiasm. In such a recitation the teacher does not take the place of prominence and do all the talking, but she sees that every pupil does his part. The teacher should, certainly, not be satisfied when three or four pupils answer all the questions while the others sit back, like visitors, in a state of passing indifference. Her responsibility does not cease when she has merely gone through the motion of hearing the lesson. Going through the lesson amounts to nothing, having the questions answered amounts to nothing, and the teacher who is satisfied with such results has a very limited conception of her task. She should not be satisfied unless every pupil in the class is awake, interested in what is being done, and mentally taking part in every step of the recitation. Her responsibility does not cease when she has done the teaching; in fact there can not be teaching in the true sense of the term unless there is learning. The teacher has not taught unless the pupil has learned. The teacher has not completed her task until the contents of her teaching have been assimilated by the pupil and transformed into mental and moral fibre. She should not be satisfied if "most" of the pupils take part; her aim should be to have **all** take part, and there should be no pupil so insignificant as to be overlooked by her. She should not become so absorbed in the welfare of her best pupils as to lose sight of the poor ones; and the spirit of the great Teacher should cause her to leave the ninety and nine and go out into the wilderness for the one that is lost.

46. Do most of the talking.—An investigation was made in one of our city school systems, and it was found that the teachers in that system did from

75 to 90 per cent of the talking in the recitation, and no doubt a similar investigation would reveal a like condition the country over. This shows that we are still dominated by the informational conception of education. We still regard the school as an educational race course around which the children are to be run at full speed and at the end of which are to be given diplomas as evidence that they have made the rounds, and called educated. We still act as if we thought the child was an open vessel to be filled rather than a living being to be educated. Not only should the teacher not do most of it, but we should not be far wrong to say that she should not do more than 10 per cent of it. She should certainly do no more than is necessary to arouse the efforts of the child and to set him to work on his task. The more skilled she is in her work, the fewer words will it take to accomplish this purpose, and the talking teacher proves her inefficiency by her very talking. On many occasions, she may very profitably take a back seat and let the pupils conduct the recitation, always being on hand, of course, to see that it takes the right turn. Excellent results have been accomplished in many places by class organizations, where each recitation is conducted by some pupil appointed the day before for that purpose. This method will not always succeed, but it is suggestive of others that the resourceful teacher will think out for herself. Whatever the method followed, the teacher should remain in the back ground as much as possible, put the pupils in the lead, and let them do most of the talking.

47. **Have proper attitude towards work.**—There can not be effective teaching unless the pupil has a proper attitude towards his work. There will not be such an attitude unless this work is adapted to his needs and properly motivated. Children will not have a good attitude in school unless the

work appeals to them. They could not be expected to be very enthusiastic and to love their work when most of it is nothing but deadening routine and dry formalities.

The teacher is, of course, the most important element in making the pupil's attitude what it is. Her personality, her attitude towards the pupil, and the sympathy she shows for his work will have much to do in bringing him into a good attitude towards the work of the school. The teacher must be interested in his outside activities, and if she is not interested in these outside activities, she will find it hard to secure a proper atttude among her pupils for their school work. The teacher who plays with the children is likely to have their co-operation in the regular work of the school. But, however such an attitude may be brought about, it is absolutely essential to good results and without it the teacher's task is like trying to pour water into a closed vessel.

48. Prompt in bringing up work.—The promptness with which the pupils bring up their work shows how effective the work of the teacher has been. If pupils are prompt in bringing both everyday lessons and the written work that is required of them, the teacher may rest assured that they are responding to her efforts. However, it is a bad sign for the pupils to take little or no interest in their work and always to be tardy in bringing up their outside assignments. The teacher should demand promptness. The lack of it should be evidence to her that there is something wrong, and she should not be satisfied until she has found out what it is and removed the cause.

49. Show independence of thought.—One of the aims of school work is to make the pupils independent thinkers. This is to be done not by requiring them to follow blindly what the teacher and the text

book say, but by giving them opportunity to use their own minds. In every study, the pupil should be taught to be an investigator. He should be taught to study with a definite aim in his work and to test everything he reads in the light of his own experiences. If what he reads does not harmonize with his experiences, he should either reject it or prove by further study that his experiences are at fault. In this way, he will be able to correct many of his wrong ideas and to bring himself into a closer relationship with his environment.

One of the greatest demands on the schools of today is the production of independent thinkers. In fact, our democracy will not be safe as long as the great majority of the people are willing to follow the leadership of a few and refuse to think for themselves. Our country will not be safe until all the people, or at least, the majority of them, do their own thinking, and our great public school system will not have done its full duty until such is the case. If men and women are to think for themselves when they get out into the world, they must be taught to think for themselves in the schools. The schools will not teach them to think as long as they follow their present medievalistic methods and regard it as their aim to cram into the pupils' heads the learning of past ages. They will not teach pupils to think if they themselves refuse to think and if they follow blindly a program of work inherited from a world entirely different from our own. The schools should throw formalism and traditionalism to the winds, adapt their program to the needs of the child and to the conditions of the world today. They should make provision not merely for the first step in the educational process—the accumulation of knowledge, but they should also provide for its organization and application. Each study should be arranged with certain problems for the

pupils to solve and not merely with a view to gathering the customary number of facts. A problem should be the center of interest in each lesson, whether the lesson be in arithmetic, grammar, geography or history. If the study is such that it is impossible to arrange for such problems, it has no claim on the children's attention. No subject should be pursued primarily for the sake of its content. The content should always be a secondary consideration and it will take care of itself, if there is a problem involved that requires independent thinking. One of the main reasons why children are no more interested in their school work is because it is almost entirely a cramming process. Children are not interested in such a process. They like to engage in study where there is a real problem involved. Arranging such problems and having them ready for each lesson is one of the important tasks of the teacher. This problem should be set clearly before the children in the assignment.

50. Make good when they leave supervision.— The supreme test of the work of the teacher is the permanence of its results. The teacher's work may seem to be of superior quality, it may please her patrons, as viewed from day to day, be remarkably successful, and yet lack permanence. In many cases when pupils go to their next teacher, they have forgotten most of the things they had learned, and become a real problem because their former teacher did not require them to be thorough in their work. As suggested before, when such a problem is taken hold of tactfully and patiently, it can very probably in a short while be solved. Nevertheless, it is a problem due to the former teacher's doing work that lacked permanent value. Whenever a good teacher takes charge of a room, it does not take her long to decide whether the work of her predecessor was thorough or

superficial. The pupils may have become rusty because of a long vacation, but the merit of their previous training will become evident at once.

Then looking at the work of the school from a broader point of view, its chief aim should be to send its pupils out into the world thoroughly equipped to solve its problems and to meet its conditions. The worth of an institution becomes very evident in the character of the products it sends out into the world. The writer knows a school which sends out into the world young men and women alive to its problems. They are full of spirit and enthusiasm and have the practical knowledge and common sense necessary to their fitting into their places in practical affairs. Their services are in demand because people know they have had the training that insures success. There is another school which crams its pupils full of knowledge and has a reputation for thoroughness, but, somehow, it fails to give its pupils the "punch" necessary to their success in the practical world. Its pupils are not alive, they lack self-confidence, and people do not trust them as they do the pupils of the former school.

Now what is it that makes the difference between these two schools? The second school has a better reputation for thoroughness than the first; it has as many men and women with university degrees among its faculty; its course of study is practically the same as that of the first; and it has just as large and just as rich a territory to draw from. Yet the first school enrolls during the year more than two thousand students, while the second is proud of an enrollment of four or five hundred. This seems to go to prove that a school must have something more than a good course of study, more than a scholarly faculty, more than a rich community to draw from, and that it must go beyond thoroughness in its work.

It must have spirit. A school without spirit is as dead as a man without life, and a dead school can not produce live products. The first school referred to above has a live president, a live faculty, and they put life into every phase of its work. The other school is content to go through its every day program, it takes little interest in the things boys and girls are interested in, and it fails to produce the spirit necessary to their success in the world. With a school as with a teacher, if it would have boys and girls take interest in their studies and profit by their pursuit, it must take interest in the things they like and make it possible for them to satisfy every side of their lives.

BOOKS EVERY TEACHER SHOULD READ

1. Clark's Youth: Its Education, Regimen and Hygiene. D. Appleton & Co., New York.

2. Curtis' Education Through Play. Macmillan Co., New York.

3. Dewey's Democracy and Education. Macmillan Co., New York.

4. Dresslar's School Hygiene, Macmillan Co., New York.

5. Fisher and Fisk's How to Live. Funk & Wagnalls Co., New York.

6. Freeman's Psychology of the Common Branches. Houghton, Mifflin Co., Boston

7. Halleck's The Education of the Central Nervous System, Macmillan Co., New York.

8. Hughes' Froebel's Educational Laws. D. Appleton & Co., New York.

9. James' Talks to Teachers. Henry Holt & Co., New York.

10. Moore's What is Education. Ginn & Co., Boston.

11. Morehouse's The Discipline of the School, D. C. Heath & Co., Chicago.

12. McMurry's How to Study and Teaching How to Study. Houghton, Mifflin Co., Boston.

13. Monroe's History of Education. Macmillan Co., New York.

14. Smith's All the Children of All the People. Macmillan Co., New York.

15. Strayer & Norsworthy's How to Teach. Macmillan Co., New York.

16. Tompkin's Philosophy of School Management. Ginn & Co., Boston.

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